

SATISFACTION AND MOTIVATION
OF ADJUNCT INSTRUCTORS
IN HIGHER EDUCATION

By

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CHAPTER I

Introduction

There are many different ways to evaluate job satisfaction. Some of the indicators of satisfaction with employment are pay, personal achievement, and goal attainment. It is important to understand what factors are essential to employees and, if possible, to identify the most significant job satisfaction factors. The information becomes useful to understand employee goals and what satisfies them in their position. In higher education, key employees of many institutions are the adjunct instructors. As institutions rely more on the utilization of adjunct instructors, it is important for administrators to have an understanding of their motivation and job satisfaction.

Adjunct instructors in higher education are very important, and the overall population of adjunct instructors continues to grow. In the entire nation in 1968, only 20% of all faculty were part-timers; today that figure is over 40% (Wilson, 1998). In the community college system 58% of the faculty is part time (Valadez & Anthony, 2002). Colleges and universities are continually adapting to the needs of the students, and institutions are offering more flexibility in class schedules which subsequently requires more adjunct instructors. Because adjunct instructors are a vital component of higher education, being aware of an adjunct's understanding and motivation are also significant to the continued success of higher education.

As the population of instructors in higher education continues to change, administrators need better understanding of these individuals' job satisfaction or dissatisfaction. It will be essential to know, especially if the instructors are provided the tools to be successful. Many business organizations monitor employees with performance appraisals, continuing education, and training. With the increased number of adjunct instructors in higher education administrators may have a desire to better understand this population of employees.

The administrative interest in adjunct instructors is important. First it sends a message that adjuncts are not just clerks that have a task to perform then leave. It recognizes they are important to the students and the institutions. The job satisfaction aspect of any job is important; all employers want their employees to be happy and productive. If employees are not happy with their job, what can be done to increase happiness for them? It is counter productive to have such a large population of people instructing students and for administration to have little knowledge of adjuncts' personal satisfaction and motivation.

There has been a dramatic increase in adjunct instructors in higher education through the past 30 years. Why have institutions resorted to employing more adjunct instructors than full time tenure track professors? One of the reasons for this change could be funding issues that higher education has been dealing with for many years now. Colleges can reduce budgets by reducing staff or resorting to part-time staff (Burstein, 1996). Adjuncts serve a specific purpose in higher education by providing class instruction at a cost different than that of full time tenure-track instructors. Hoeller (2006) stated, "We still earn only 57 cents on the dollar compared to our full-time colleagues.

Nearly half of the adjuncts do not receive health or retirement benefits, and most have little, if any, job security” (p. B11). Constant changes in funding and budgets have made the financial management of higher education a battle. Since adjuncts are typically not given benefits and only a set amount to teach per class, the cost of an adjunct is significantly less than a full time professor.

A second concern is that higher education institutions are heavily dependent upon adjuncts. Administratively speaking schools must rely on adjuncts to deliver a number of classes to students; therefore, if there were a shortage of adjunct instructors, administrators potentially would struggle to provide courses for students. This raises the question - how long do instructors plan to continue as adjuncts. Is there going to be a continual supply of adjuncts, and are these individuals committed to being adjunct instructors even though the financial compensation differs from full-time tenure track faculty?

Financial compensation or pay has often been the key indicator of job satisfaction. If an individual is paid a lot of money, it is assumed they are satisfied with their job. Fortunately there are other factors that are more important to an individual’s employment. Some jobs are for experience, future positions, personal enjoyment, and opportunities to achieve personal education and growth. The desire to instruct individuals and share knowledge is a goal of instructors, but it is a combination of different factors that weigh into any employee being satisfied or dissatisfied with their job. Some factors have more relevance on what determines overall satisfaction; unfortunately, those are often overlooked because of the importance on financial compensation.

In trying to create a better understanding of job satisfaction, this study will take into consideration adjunct employees' motivation. The position of adjunct instructor is unique in what is offered to them in terms of schedules and benefits. Additionally adjunct instructors are offered less financial compensation than what is offered to full-time instructors. The theoretical perspective of this study and the literature will also provide relevant discussion regarding adjunct instructors.

Tulsa, Oklahoma, has a unique higher education system. The large number of adjuncts and job satisfaction research is what drives this study. This study will also provide information and insight for the administrators of these schools concerning the current population of adjunct instructors who play key roles in their organizations.

In Tulsa there are several colleges and universities which include two-year community colleges, private four-year universities, and public universities. There are also a number of adjunct instructors employed by these institutions. This study will determine which satisfaction indicators, if any, relate to job satisfaction of these instructors and their commitment to continue as adjuncts.

Statement of Purpose

The purpose of this study is to determine which specific job satisfaction variables are most influential in predicting overall job satisfaction of adjunct instructors at four higher education institutions located in Tulsa. This study will also attempt to determine an adjunct instructor's commitment to continue as a part-time instructor. Finally, for this population of adjuncts, this study will analyze personal reasons and variables related to teaching in an adjunct instructor capacity.

This study will make an attempt to provide information to administrators about this group of higher education employees. The literature review will discuss a number of characteristics of adjunct instructors and this study will examine those characteristics in relation to the sample of respondents from these institutions in Tulsa. There is a large body of knowledge about adjunct instructors and this study will focus on a specific sample of Tulsa-based adjuncts.

Research Questions

This study will also attempt to determine which of these specific job satisfaction indicators; financial compensation, personal achievement, professional experience, working in a collegial environment, visibility for jobs at other organizations, and student interaction, will be the most influential in predicting overall job satisfaction. The questions being investigated are: (1) What are the most important job satisfaction predictors for adjunct faculty? (2) Are professional goals a significant predictor of job satisfaction? (3) Is teaching a way to interact in a collegial environment, and (4) Do instructors teach for experience and in the hope of achieving full time employment?

A second part of this study is to ascertain an adjunct's commitment to continue as an adjunct instructor. Do specific variables possibly predict adjunct instructors' commitment to continue as adjunct instructors in Tulsa? What are the reasons that these individuals are adjuncts, what are the positive aspects of teaching as adjuncts, and what are the negative aspects of the job?

This research utilizes a survey design. "A survey design provides quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample

of the population” (Creswell, 2003, p. 153). This study uses a survey instrument to identify the strength of response to a number of job satisfaction indicators. The theoretical basis for this study is motivation theory. This theory states there are different motivators for individuals and those correspond to why individuals take part in specific activities (Kalat, 1999). Some are need based and some are personal achievement based. As the population of adjuncts continues to grow, this research will try to offer insight about the motivation of adjunct instructors at four Tulsa, Oklahoma, higher education institutions.

Theoretical Perspective

The theory of motivation is the foundation of this research. Adjunct instructors teach classes with a financial benefit package different than full time instructors. Their motivation to teach is different from full time instructors. Goal setting theory (Locke & Latham, 1990) is about the maintenance of a particular level of behavior over time to achieve a goal. It is in this theory that adjuncts work to learn more about instruction and work in higher education to achieve a higher goal. Schroeder states, “Many tenured faculty members come from the part-time ranks” (2005, p. B26). Though a small percentage instruct because it is a hobby for personal enjoyment, the greater majority are teaching as an adjunct, without benefits, or a guaranteed schedule, in search of achievement and career advancement.

Motivation theory has been studied extensively in psychology. Weiner, Borman, Ilgen, and Klimoski (2003) state, “Motivation is dynamic and unfolds over time. Motivational processes lead to intentions that result in behavior” (p.227). This theoretical

perspective will be more fully explained in the literature review. Fortunately, the psychology field contains a large amount of research and theory on human motivation.

Definition of Terms

These terms will be used operationally throughout this study, and they are listed to give specific meaning to words used throughout this study as well as provide terminology that may be unfamiliar to the reader.

Adjunct instructors: Instructors who are currently employed in a higher education institution and are assigned less than a full-time teaching load. Appointments are usually semester-to-semester (McNeil - Hueitt, 2003). These individuals typically do not have offices on campus, do not academically advise students, are not considered full-time employees, and are not offered a benefit package. Part-time is used interchangeably with adjunct instructor (McNeil - Hueitt, 2003).

Financial compensation: All monetary payments, including benefits, which an adjunct instructor receives from the institution where they teach part-time.

Tenure-Track (instructor): A full-time instructor in a higher education institution. This person teaches classes, engages in academic advising, conducts research, holds office hours, and receives full benefits with their position. This person also serves on committees and performs other duties as deemed necessary by the college (McNeil - Hueitt, 2003).

Credit Courses: Courses taken towards earning a degree. Courses are full semester classes that include tests and grades (Burnett, 2001).

Non-Credit Courses: Courses taken for enjoyment with no credit towards a degree. Examples include ballet and personal-interest classes such as Feng Shui (Burnett, 2001).

CHAPTER II

Literature Review

This literature review will outline five key areas related to the focus of this study. First, a general background of the adjunct instructor will be provided then job satisfaction indicators in faculty research will be identified. It is important to have an understanding of job satisfaction indicators and they relate to the position of adjunct instruction. The purpose of this information is to understand why individuals are satisfied or dissatisfied with such type of employment. A general definition of job satisfaction will also be discussed. Subsequently, the literature will review current research dealing with financial compensation of adjunct instructors. This research will also touch on some of the issues adjuncts face in dealing with payment for instruction.

The literature examines the benefits of adjunct instruction which includes an explanation and why the benefits are important to some instructors. The benefits aspect will show a side of adjunct instruction that can be overlooked. The literature will conclude with a discussion of motivation and goal setting theory, and the later discussion will outline a specific theory of goal setting as well as describe the characteristics of motivation.

Background of an Adjunct Instructor

There are various quantitative statistical reports that provide information on adjunct instructors. There are also a variety of research quotes that provide statistics on part-time faculty that are not consistent due to the year of the study. Background information on part-time faculty comes from the National Center for Educational Statistics 1999 National Study of Postsecondary Faculty (NSOPF:99) (U. S. Department of Higher Education, 2001). This provides information from a national report and provides the most current data possible.

The current demographic information on adjunct faculty is based on the individuals at four-year and two-year institutions. “Among part-time faculty and instructional staff, 89 percent indicated that teaching was their principal activity, and 11 percent indicated that something else was their principal activity: Two percent indicated research, two percent indicated administration, and seven percent indicated some other activity” (U. S. Department of Education, 2001, p. 2). Of part-time instructors 52.1% are men and 47.9% are women (U. S. Department of Education, 2001, p. 14). The average age of part-time instructors in 1999 was 48.2 years old. The age range of 45-54 has the largest population of part-time instructors with 34.1% (U. S. Department of Education, 2001, p. 24).

With regard to racial and ethnic background of part-time employees the U. S. Department of Education’s (2001) survey includes part-time staff with the instructors. This information is somewhat diluted by the inclusion of part-time staff, but in regards to adjunct instructors this information will provide relatively accurate information. In the fall of 1998, part-time instructional faculty and staff that were white, non-Hispanic, was

87.6%. The percentage that was black non-Hispanic was 4.5%. Approximately 3.7% were Hispanic, and 3.0% were Asian or Pacific Islander. American Indian/Alaskan Native accounted for 1.0% (U. S. Department of Education, 2001, p. 26).

The data also provides educational attainment of part-time faculty and staff: 26.9% have a Ph.D. or first-professional degree, 54.1% have a Masters degree, and 19.0% have a Bachelors degree or less (U. S. Department of Education, 2001, p. 36). Of part-time faculty and staff surveyed 91.8% reported that teaching is their principle activity, 1.2% identified research and 1.7% identified administration (U. S. Department of Education, 2001, p. 38).

The NSOPF survey in 1993 found 52% of the adjuncts surveyed said they taught part time because they preferred to, not because they couldn't get full-time teaching jobs (U. S. Department of Education, 2002; Wilson, 1998). With this survey it was also found that 86% said they were satisfied with their jobs. Almost two-thirds of the adjuncts said they held full-time jobs elsewhere (Wilson, 1998). This study included 377,000 part-time instructional faculty and staff as subjects for data collection (U. S. Department of Education, 2002).

Other important findings include Valadez and Anthony (2002) who reported adjunct instructors are likely to come from middle to lower socio economic backgrounds. Most tenure-track instructors likely come from higher socio-economic backgrounds. This gives a societal perspective to the adjunct population.

Lane (2002) found that part-time faculty members at community colleges spend on average 36 hours per week on work related to their teaching responsibilities. This did not indicate how many classes were included in the week. Adjuncts can teach as few as

one class and as many as five depending on the institution's instructional limits. Other findings show that non-tenure track instructors make up almost half of the teaching staff in many humanities and social-science disciplines (Cox & Leatherman, 2000). To understand also where the teaching load falls on adjunct instructors Cox and Leatherman (2000) also stated, "Full-time, tenure-track instructors teach only a fraction of courses in English, composition, foreign languages, and philology, ranging from 6.9 percent to 34 percent"(p. A14). This gives an indication of the courses that adjunct instructors teach in higher education.

These statistics and details provide a general understanding of the current population of adjunct instructors. As a group there is some diversity in the population of adjunct instructors. Educational levels of instructors differ and information is included with regards to workloads that adjunct instructors experience. This presentation of information includes background details related to the subjects that were surveyed in this study.

Job Satisfaction Indicators

There are a number of indicators of job satisfaction. In a study by Iiacqua and Schumacher (2001) responsibility, pay, status, and benefits were identified as indicators. Other specific indicators included job responsibility, career advancement, skill utilization, and enjoyment of work (Iiacqua & Schumacher, 2001). These markers are common in education as well as in business, and are important aspects of employment that can be consistently evaluated and provided to employers.

Administrative and technical support is important to adjunct instructors. As the academic world changes with more advanced computer programs, faculty need assistance to operate such systems (Rosser, 2004). A part of being satisfied and able to adequately perform a job refers to the technical aspects of the position. Technology is important in the classroom today as instructors look for more creative ways to convey information to students. Adjunct faculty members do not typically have an office on campus nor do they spend a great deal of time on campus when they are not teaching, therefore, technical support is important for them to properly perform their jobs. Appropriate administrative support will allow adjuncts to contact someone, if they need assistance. These are important variables that may have an effect on how well an adjunct can carry out their teaching responsibilities.

Rosser's (2004) research also discussed the importance of administration. Rosser stated, "Administrative support—or the support faculty members receive in secretarial and office support, library services, and the assignment of teaching and graduate assistants—is also an important facet to faculty members' worklife" (p. 301). The support structure the institution has for adjunct instructors has to be complete. The instructors need to feel like the school supports their activities and provides the necessary services to assist them. If the administrative support network is lacking, there can be possible confounding affects on an instructor's job satisfaction. Rosser (2004) continued to summarize the importance of administrative support. He stated, "The goal of institutional leadership should be to examine more thoroughly those individual worklife issues (i.e., administrative and technical support, professional development, committee and service

work) that are important to their campus faculty and generate positive or negative responses to work” (Rosser, 2004, p. 305).

A part of the profession as an adjunct instructor is the experience of being in a collegial environment. As Inman and Marlow (2004) stated, administrations need to provide positive experiences and support new ideas from instructors. Faculty development opportunities are important parts of employment so there is some area for professional growth. The opportunity for activities that constitute professional development can include workshops, forums, and guest speakers.

An important aspect of instruction in a higher education institution is the opportunity to share ideas and converse with peers. The adjunct instructor may be limited to this interaction because of the part-time aspect of the position. Rosser (2004) found the following:

Faculty members thrive on the intellectual and collegial stimulation from their peers when they attend professional activities and national research meetings. Thus, development activities for faculty members continue to be an important aspect associated with their professional worklives. (p. 287)

This is an area that adjunct instructors may be limited in regards to access for conferences and research meetings. Pertaining to job satisfaction professional development is very important and can prove to be rewarding for an institution.

Job satisfaction is a term used in business and academia to describe overall happiness regarding employment in a position. Since there is no perfect way to describe someone’s job satisfaction, the focus of this literature is to provide a basic definition and assessment of job satisfaction through this study. The method used to accomplish this is to discuss how satisfaction is measured. This will be done by looking at a number of

factors similar to the job satisfaction indicators first discussed in this review of literature. By combining a number of job satisfaction indicators it is possible to get an overall assessment of an employee's satisfaction with their job.

A definition of job satisfaction is provided by Jepsen and Sheu (2003) - general job satisfaction is the overall attitude of liking or disliking a job. If it is found that employees have very low scores in response to job satisfaction, the variables that make up satisfaction can be examined. It is possible that employees are happy with their jobs, but dissatisfaction with a boss or facility can have an overarching effect on overall happiness. As a result each variable that determines satisfaction can be researched.

By looking at a select number of variables job satisfaction can be measured. This type of measurement is based on the researcher's own theory by combining variables to measure a theoretical output to measure overall job satisfaction.

Financial Compensation

Pay is an important part of any job whether in business or education; subsequently, the amount of compensation should meet the responsibilities of the job. Research on adjunct faculty pay has yielded many different findings and opinions. Valadez and Anthony (2001) found, as hypothesized, part-time faculty members indicated that salary, benefits, and job security are important issues (which are some of the most predominant items noted in the research). Adjunct faculty would like some access to benefits. Thus job security becomes an issue for an adjunct if a class does not make due to attendance, because the adjunct instructor will likely be without an option to

teach that semester. Job security has some merit but the position of an adjunct instructor is a part-time position.

In the research there are findings that suggest that educational institutions need to address compensation of faculty. Terpstra and Honoree (2004) compiled a survey of faculty over many different disciplines and geographic areas. They found that faculty were not that satisfied with pay and recommended higher education institutions consider ways to look at pay dissatisfaction among faculty (Terpstra & Honoree, 2004). This research also suggests there is an issue with pay among instructors that institutions need to address. Compensation of adjunct instructors should be based on class time requirement, instructional content, and the time required for preparation and grading.

Adjunct instruction is a part-time position; therefore there is concern for access to benefits. In a study by Feldman and Turnley (2001) they found strong response in regards to benefits and compensation:

The absence of an attractive benefits package exacerbates these individuals' feelings about their low compensation in general and their anxieties about their financial security in particular. Furthermore, while many academics are dissatisfied with their compensation, adjunct faculty members are also concerned about the pay inequities between themselves and permanent college employees.
(p. 8)

The findings in this study are consistent with other research studies, and benefits are of significant importance among adjunct instructors as well as financial security. The benefit package is an issue because adjunct instructors are part-time employees. Euben (2006) states, "Adjunct faculty members are usually paid by the course and generally are not

entitled to the standard employee benefits” (p. B9). Pay inequalities cannot be discussed in comparison of full to part-time instructors without identifying other duties associated with full time instructors. This includes office hours for class assistance, advising, and research. The pay inequality between adjunct faculty and permanent college employees indicate general pay dissatisfaction among the adjuncts (Feldman & Turnley, 2001).

Additional salary information on adjunct instructors has been recognized in salary surveys. It is found that many adjuncts have other sources of income. In a survey study, Peterson and Provo (1998) noted that institutional based salary was not the only source of income. This information was stated to clear the understanding in regards to the pay levels of the faculty surveyed.

Specific data on income of part-time instructional faculty and staff is available from the U. S. Department of Education (2001). The report from the 1999 NSOPF stated:

Part-time instructional faculty and staff earned substantially less income than their full-time counterparts (\$46,000 vs. \$69,000). Average basic salary from their institution was about \$12,000 for part-time instructional faculty and staff compared to \$57,000 for those working full time. Part-time instructional faculty and staff, however, earned substantially more outside income than their full-time counterparts (\$32,000 vs. \$6,000, not including consulting income), perhaps reflecting income from a second job. (p. 5)

The report went on to state that 77% of part-time instructional faculty and staff earned income (other than consulting income) from outside their institution during the 1998 calendar year” (U. S. Department of Education, 2001, p. 5). The significance of this information is to make it clear that there are outside income sources for many adjunct

instructors. The compensation disparity discussed in some of the research cannot look at an individual's pay without regard to their total income. This is to not over generalize a substantial problem with compensation for adjunct instruction.

Financial compensation is important to every job. The amount a person is paid should match the amount of work and effort put forth to affectively complete the assigned tasks. Schroeder (2005) states, "Although is its true that nearly half of adjuncts want to work part time, that is no reason for colleges to take advantage of them with low pay and sometimes humiliating working conditions" (p. B27). Financial compensation remains an issue for adjunct instructors related to their services provided.

Benefits of Adjunct Instruction

There are several specific reasons why individuals choose to teach as adjunct instructors. Community colleges are a part of higher education where adjunct instructors are a vital part of the organization. There are benefits to being an adjunct that outweigh the limitations. Feldman and Turnley (2001) state:

For professionals starting out their careers, adjunct faculty positions can present some interesting opportunities for growth and development. First, it can help young professionals crystallize their career goals and gain valuable experience in their field. Even more directly, adjunct positions can help younger employees make contacts and build a network to find permanent employment outside their present institutions. (p. 10)

Some key benefits for adjunct instructors are listed here. Experience in academia has always been very important, and for an adjunct instructor experience can be gained that

could lead to a tenure-track position. An adjunct instructor can use the opportunity to develop the tools to be successful as a full time instructor or faculty member.

Another important note by Feldman and Turnley (2001) is that it appears adjuncts remain in their jobs because of their attachment to the profession rather than for the low economic rewards the positions offer. Part of the job satisfaction includes professional experience and engagement in a collegial environment. Even though the position of adjunct instructor is limited in salary, this research suggests that adjunct positions contain other positive attributes. Wilson (1998) also found in discussion with adjuncts that:

...their teaching is at least as good as, and in some cases better, than that of their tenure-track colleagues. They do not have to worry about academic publishing or serving on faculty committees, and can devote their campus time fully to students.

(p. A10)

The responsibility adjunct instructors have to their specific academic population is to instruct. Without the other responsibilities outside of the classroom, there is an opportunity to focus on instruction and to be able to deliver the best possible experience for students.

In another study it was found that there are concerns with pay and benefits, but the rewards of teaching are more important. As found by Valadez and Anthony (2001):

These findings do not discount two-year college part-time faculty members' concerns with salary, benefits, and job security, but they do highlight the importance two-year college part-time faculty members place on being able to do the kind of work they enjoy, that is teaching. (p. 104)

The way to interpret this research is to note that pay, benefits, and job security are important, but what may be more important to adjunct faculty is their ability to do what they enjoy. This is an important reason why adjunct instructors teach, and their enjoyment of the position is most important aspect of their employment.

Wilson (1998) stated that in a national survey many adjuncts like their job; however, it was also noted that the pay could be better, and they would like to have health insurance. This is congruent with the other research on adjunct instructors and is important to note that adjunct instructors do like teaching. There are a variety of other reasons why adjunct instructors prefer to work part-time. Wilson (1998) stated some adjuncts choose to teach part time so they can spend more time with their children. The family aspect is very important and being an adjunct instructor allows them the freedom to work and still spend time with their family.

The benefits to adjunct instruction include the flexibility of the position and the ability to fit the job into their current career path. The position can also be adaptive for an individual regarding future employment they seek. Feldman and Turnley (2001) stated:

Overall, individuals starting out their careers, especially those who take adjunct positions because they cannot find permanent positions, are most likely to react negatively to their job situations. In mid-career, individuals' reactions to adjunct positions are likely to vary depending on the level of their family responsibilities. In contrast, in late-career years, we expect individuals to be more likely to accept adjunct positions voluntarily as a means of transitioning out of the workforce and to react less negatively to the drawbacks of these jobs. (p. 3)

It is important to understand these findings in regards to the adjunct instructor and what stage they may be in concerning their career, and how it relates to their position. Overall the adjunct profession offers some great benefits and certain limitations.

The benefit of a part-time position as an instructor can also relate to an individual's home life. Wilson (1998) reported, "Many adjuncts work part time because they have other jobs or other things in their lives. Some have hobbies to pursue, others have children to raise. Many also have partners at home to help foot the bills" (p. A8). A quality family life is very important and sometimes professional time commitments can develop problems for a family. The positive side of the equation for the adjunct position is the ability individuals have to keep their family life at the forefront. The profession is also a more flexible position compared to a tenure-track position. As an adjunct Feldman and Turnley (2001) identified what component of the position may be the greatest benefit:

Another major advantage of this type of work for these individuals is the opportunity for social contact with a diverse set of colleagues. This contact not only helps keep the individuals up to date in their professions, but also provides opportunities for social interaction. Thus, while they would have preferred permanent positions, many adjunct faculty accepted non-tenure-track positions because they enjoyed working with students and wanted contact with other faculty. (p. 7)

The social interaction of the collegial environment in higher education is a key benefit to adjunct instructors, and this social contact is beneficial because of the options to share ideas and help individuals stay up to date on their profession.

With adjunct instructors the benefits of instruction play a large role in the overall job satisfaction. Jepsen and Sheu (2003) offered a unique statement in regards to an adjunct's job satisfaction:

If a person becomes engaged in work that matches his or her occupational self-concept, then he or she is likely to experience general job satisfaction.

Specifically, the match between expressed occupational choices and the kind of work that a person enters contributes to the person's general job satisfaction. (p. 163)

For adjunct instructors the literature outlined many benefits to the position. The benefits of flexibility, engagement in the collegial environment, and the ability to teach and interact with students may reflect their occupational choice.

Motivation Theory

Motivation theory is the theoretical basis for this study, and in psychology there have been a number of studies on human motivation. "Motivation theorists start with the assumption that, for every behavior, there is a cause" (Franken, 2002, p. 3). Actions drive human behavior and an individual's desire to fulfill a need or reach a goal. The idea supported by Kalat (1999) states, "The foremost characteristic of motivated behaviors is that they are goal directed" (p. 393). The motivation of individuals is the dynamic of specific behaviors to achieve goals. By recognizing human motivation a theoretical lens is provided to better understand human behavior.

One of the more prominent theorists of motivation theory is Abraham Maslow (1970). Maslow's theory placed individual needs in a hierarchical situation where he first

identified an individual's basic needs. These include physiological needs (hunger, thirst, sex, and safety), psychological needs (love, affiliation, acceptance), and self-actualization which is the desire to fulfill one's unique potential (1970). From this theory as motivational requirements are met an individual can work towards achieving self-actualization. Maslow's theory is a hierarchy of needs from the most necessary and insistent to ones that receive attention only when all others are under control (1970). The theory identifies needs based on priority as well as once certain needs are met others can be attained. "Maslow's theory is appealing because it recognizes that the various motivations are not equal" (Kalat, 1999, p. 397). Pajares (2001) states, Maslow proposed a theory of motivation in which motivating forces and affective processes lead to personal, social, and academic well being. Different goals and situations require different motivational strategies. A person who attempts to climb a large mountain will have a different motivational strategy than a person who wishes to write a novel. There are different characteristics of individual motivation.

Human motivation comes from a variety of different areas. Kalat (1999) stated motivated behaviors are, "Controlled by internal and external forces and by biological and social forces" (p. 398). In understanding the subjects for this research another point made by Kalat (1999) was, "Motivated behaviors vary from time to time, from situation to situation, and from person to person" (p. 398). Motivation comes from different areas; however, individual motivation is identified with the individual, their life position, their goals, and through the internal and external variables they encounter.

This theory is capitalized with self actualization, and this understandably could not be met, if other fundamental needs were missing from an individual's life. Maslow

believed, “All human beings need to feel competent, to win approval and recognition, and to sense they have achieved something. He placed achievement motivation in the context of a hierarchy of needs all people share” (Hassett, 1981, p. 143). Achievement and self-actualization vary person to person, yet these are also the basis for research to determine why adjunct instructors choose to work in such capacity.

Goal Setting Theory

Goal setting theory is a part of this study because of the characteristics of an adjunct instructor. This study aims to determine which job satisfaction variables are the most influential in predicting overall job satisfaction. Additionally this study will attempt to determine an instructor’s commitment to continue as an adjunct. The researcher suggests that these subjects are not motivated by the financial compensation they receive. Other factors are more significant including personal achievement, professional experience, working in a collegial environment, and visibility for jobs at other organizations. This study takes the position that goal setting theory defines the behavior of an adjunct instructor, and the factors other than financial compensation are all motivationally based. Goal setting theory ties directly into personal achievement, professional experience, working in a collegial environment, and visibility for jobs at other organizations.

It is possible that adjunct instructors work for experience or for employment advancement. Goal setting theory suggests that personal goals can be achieved by setting an ambitious standard and receiving feedback about one’s progress towards that standard (Webb & Sheeran, 2005). Every goal takes a certain amount of commitment to reach

achievement. The work of an adjunct instructor takes a certain level of commitment. Franken (2002) states that a moderator of goal setting is commitment, and it takes commitment to put forth the effort to achieve specific goals. Locke and Latham (1990) also point out the relationship between performance and feedback and how they are linked to goal setting.

Motivation and goal setting are strongly connected. The prevalent aspect of the goal setting theory is feedback. Students complete evaluations of their instructors at some point during a course. This provides feedback on a number of constructs related to teaching and their instructor's methods. The evaluations also supply instructors with information they can use to make changes and improvements, if needed in their instruction. The attributes of motivation and goal setting drive adjunct instructors to work in higher education. This theory is the link for an adjunct to pursue his or her ultimate goal.

Literature Summary

The literature review offers important background information on adjunct instructors including specific demographic details. This information is to provide an overview of who the adjunct instructors are in higher education. The findings in the literature present a comprehensive list of job satisfaction indicators among adjunct faculty as well as an overall definition of job satisfaction. Compensation and benefits remain an important issue among adjunct instructors, and it will continue to be a key issue as higher education institutions annually work with budgets and address compensation for instructors.

There are several benefits to adjunct instruction and these findings provide valuable information to the reader. These include the importance of time and flexibility of schedules. The literature review concludes with a discussion of motivation theory. It is important to understand motivation theory as well as specific aspects of motivation which drive individual behavior. An important part of this study also concerns how subjects respond to different behavioral statements.

This study will use background information for a quantitative study and will determine which job satisfaction variables contribute to overall job satisfaction. It will also attempt to establish an adjunct instructor's commitment to continue teaching as an adjunct. This study hypothesizes that compensation is not a contributing factor in overall job satisfaction. Generally the research is limited to specifically why instructors choose to work as adjuncts and what contributes to their job satisfaction. If compensation is not at a satisfactory level, there are annual surveys and data compilations to review, but there is not a significant amount of statistical research as to why instructors choose to teach in part-time positions at higher educational institutions. This study will attempt to fill in this gap for Tulsa, Oklahoma, from a quantitative research perspective.

CHAPTER III

Methodology

The methodological framework that will guide this study is quantitative research. This method will statistically determine which variables predict overall job satisfaction and an instructor's commitment to continue as an adjunct. Creswell (2003) states, "The quantitative approach is one in which the investigator uses a post-positivist claim for developing knowledge, employing a strategy of inquiry, and collects data on predetermined instruments to yield statistical data" (p. 18).

Population and Sample

The sample for this study includes all adjunct instructors that are employed at four higher education institutions in Tulsa, OK, during the fall 2005 semester. Those institutions are Oklahoma State University – Tulsa, Tulsa Community College, Langston University, and Northeastern State University – Broken Arrow. This research has a single stage sampling procedure where the subjects are provided by the institutions. This sample is not random. As Gay and Airasian (2003) state, "This sample is chosen based on convenience, but the sample is also purposive. In purposive sampling, also referred to as judgment sampling, the researcher selects a sample based on his experience and knowledge of the group to be sampled" (p. 115).

This study will only use data from adjunct instructors that teach credit courses and have been instructors for six months or more. In many higher education institutions, especially community colleges, non-credit courses are offered. This study takes the approach to survey those instructors that teach comparable courses vs. tenure-track instructors. Adjunct instructors who teach both credit and non-credit courses will be included in the study, and those adjuncts who exclusively teach non-credit courses will be excluded. A minimum of six months of experience was required to guarantee the adjunct instructors surveyed had one full semester of instruction experience. There were over 1,000 adjunct instructors employed at the four schools during data collection.

Variables

The independent variables in this study include financial compensation, personal achievement, professional experience, working in a collegial environment, visibility for jobs at other organizations, and students. The dependent variable, overall job satisfaction, has a specific statement on the survey that subjects will respond. This statement will be answered with strength of agreement or disagreement to overall job satisfaction. The final analysis of these variables will be conducted through multiple regression.

Independent variables:

- Financial compensation
- Personal achievement
- Professional experience
- Working in a collegial environment
- Students
- Visibility for jobs at other organizations

Dependent variable:

- Job satisfaction

The second analysis will use multiple regression to determine a subject's commitment to continue as an adjunct instructor. The independent variables that will be used are: financial compensation, personal achievement, professional experience, working in a collegial environment, students, job security, and teaching load. The dependent variable is the subject's intent to discontinue as an adjunct instructor in the next two years. The subject's future employment goals and commitment to continue will also be analyzed and discussed.

Independent variables:

- Financial compensation
- Personal achievement
- Professional experience
- Working in a collegial environment
- Students
- Job security
- Teaching load

Dependent variable:

- Plan to discontinue as an adjunct instructor – specific statement

Variable Relationship to Survey Statements

This table depicts the specific survey questions in relation to the identified independent and dependent variables.

Table 1: Independent and Dependent Variables

Variable	Survey Question
a) overall job satisfaction	# 22
b) job security	# 16
c) plan to discontinue as an adjunct instructor	# 18 a, b, & c
d) financial compensation	# 1
e) personal achievement	# 2
f) professional experience	# 14
g) working in a collegial environment	# 7
h) students	# 4
i) job outside of teaching	# 17
j) teaching load	# 3
k) visibility for jobs at other organizations	# 10

Research Design /Data Analysis

The research design of this study utilizes subject responses including open-ended questions. The first set of data includes information on the response rate of the survey that was administered (Creswell, 2003). Subject responses were analyzed during the entire data collection process and final response rates were tallied in the results section.

Data was entered and analyzed with the statistical software program SPSS. Multiple regression was used to determine which variables contributed to overall job satisfaction and which variables contributed to the adjunct instructors' commitment to continue. All data was analyzed for missing data and outliers.

A final analysis calculated the responses to the open-ended questions. These questions were, "What are the two to three most important reasons you are an adjunct instructor, the most positive aspect of adjunct instruction, and the most negative aspect of adjunct instruction?" The responses were categorized and reported concerning the most common responses among subjects. There were many possible responses to this question and this particular item will strongly be tied to the theoretical perspective of this study. The final aspect of the survey asked for additional comments and these will be mentioned in the discussion section.

Survey Design

This research was conducted through the use of a survey instrument, and the purpose of the survey was to obtain responses on items related to adjunct instruction, job satisfaction, and goals. A survey was the preferred type of data collection because of the economy of administering the instrument, an expected shorter turn around time in collecting the data, and responses received to a number of variables. The data was collected over a three week period. The survey itself is a self-administered questionnaire (Creswell, 2003).

The survey instrument (Appendix E) contains 29 questions, and the majority of the questions are job satisfaction items. These statements are identical to those found on

the instrument used by Higher Educational Research Institute (HERI) (2004 Faculty Survey). Permission was granted by HERI to use their specific 16 statements about faculty job satisfaction. The other items on the survey include statements on commitment as an adjunct instructor and the outline for these statements are similar to the National Center for Educational Statistics (U. S. Department of Higher Education, 2001). These specific questions on job satisfaction relate to the independent and dependent variables in the study. There are seven demographic questions that include length of time as an instructor and number of classes currently teaching.

The expected return rate was near 30%. In a study by Iiacqua and Schumacher (2001) surveys were administered to faculty that had a response rate of 61%. For a survey sent to 105 non-tenure-track instructors and research associates at a large state university Feldman and Turnley (2001) had a response rate of 53%. The total number of potential adjunct instructor subjects at the four schools was 1,005. Tulsa Community College had the largest available sample of adjunct instructors for this study.

An institutional cover letter (Appendix D) was created to accompany each survey from the corresponding school's vice president or chief academic officer. Surveysystem.com (2005) provided the format for the letter, and the letter accompanied the survey to provide encouragement to the subjects to complete the survey and hopefully increase the rate of return. The other document delivered with the survey was the Survey Cover Letter (Appendix C). The survey cover letter gives each potential subject the details of the study and also served as the subject's consent form. There was a significant amount of support from each institution to assist the researcher in administering and

collecting the surveys. OSU-Tulsa offered to send the surveys out in electronic format after they were administered to get the highest return rate possible.

Permission to use adjunct instructors as subjects was granted through the higher education institutions with permission from the administration (Appendix K). Each of the institutions has administrative representatives that are in contact with the adjunct instructors. The decision was made to administer all the surveys in a print format. This included the institutional cover letter, survey cover letter, and the survey instrument. The surveys were delivered to each adjunct instructor's mailbox located on their particular campus. If all adjuncts were not contacted through the printed document, the schools offered to send the surveys electronically.

Subject names were not used in any part of the study and the researcher ensured confidentiality of the subjects' responses. All surveys are in a sealed location in the researcher's office, and all of the surveys were coded and the data entered into SPSS software program. Numeric labeling was used for the institution where the subject instructs as well as other demographic information. Any surveys received electronically were copied to a password protected CD-Rom. The CD and all hard copies of surveys will be kept for five years.

Institutional approval to use adjuncts as subjects was granted from all four of the institutions. With the approval from the institutions, the use of human subjects for this study was approved by Oklahoma State University's Institutional Review Board (Appendix A).

Instrumentation

The survey (Appendix E) is a 29 item survey created by the researcher. Permission was granted by Higher Educational Research Institute (HERI) (2004 Faculty Survey) to use their 16 statements on job satisfaction (Appendix F). The statement about job commitment is from the National Center for Educational Statistics (U. S. Department of Higher Education, 2001). The instrument questions apply specifically to the independent and dependent variables of the study. As reported on the HERI website, the 2004-2005 Faculty Survey is the ninth national survey of faculty conducted by HERI—the sixth in a triennial series initiated in 1989. Since 1989, over 300,000 faculty at more than 1,100 two-year and four-year colleges nationwide have participated in this research (2004 Faculty Survey). The instrument used by the National Center for Educational Statistics (U. S. Department of Higher Education, 2001) has strong content validity, reliability, and the measures are consistent.

The survey instrument underwent two series of pilot tests with educators and college graduates. For the first pilot test six college graduates, some working in education, provided feedback to the researcher on the instrument's organization, clarity, and ease of use. The researcher made adjustments as needed based on this feedback. During this time the open-ended questions were highly scrutinized and consulted on with the researcher's dissertation committee members. From these discussions a final version was prepared for a second pilot testing procedure. The final pilot test involved-sending the survey to 20 college graduates, many working in education, including full-time and part-time faculty. The overall feedback on the instrument was positive. All pilot subjects'

responses were entered into SPSS where the reliability of the instrument was calculated with Cronbach's Alpha at .80.

Verification of survey reliability was conducted with a second calculation of Cronbach's Alpha. This was completed after all data was entered from respondents participating in the study. From this test reliability of the survey instrument, as measured by Cronbach's Alpha, was .81. A reliability coefficient of .70 or higher was considered "acceptable" in most Social Science research situations (SPSS FAQ). From the pilot tests the instrument is determined to be reliable and a valid measure for the statistical tests to be conducted in this study (Locke, Spirduso, & Silverman, 2000)

There were 19 questions subjects responded to regarding job satisfaction with responses in a scale from not satisfied to very satisfied. All responses were on a Likert scale and the range was 1 = (not satisfied) to 7 = (very satisfied). Question #18 on the survey used Likert scale of 1 = (Not at All Likely) to 7 = (Very Likely). These responses yielded individual scores for the statistical analysis. There were three open-ended questions asking why subjects were adjunct instructors and listed the positive and negative aspects of the position. The final seven questions were demographic in nature including gender, race/ethnicity, years of teaching, and educational level. The demographic responses came from United States Government with the addition of "Other" on race responses. The last part of the survey included an area for subjects to enter additional comments if they chose to.

Procedure

The surveys were delivered to the campuses of the schools in September 2005. Each school placed the surveys in the adjunct's mailboxes on campus. All the campuses utilize a mailbox where adjuncts receive correspondence from the school. Each survey was delivered with the cover letter and consent form. All surveys had specific instructions for collecting the completed surveys or a designated location to deliver them. The researcher allowed six weeks for the subjects to complete the surveys and return them. It was requested on the survey that they were to be returned by November 1, 2005. All surveys were collected by the researcher by November 20, 2005.

A total of seven subjects contacted the researcher via contact information on the survey and requested an electronic copy. The researcher e-mailed the subjects the survey to fill out electronically. These were provided in a Microsoft Word document that the subjects filled out, saved, and returned to the researcher via e-mail. Having subjects respond to the surveys in a manner different than the paper copy delivered is an additional methodology. This aspect of the study will be discussed as a limitation.

The next step involved entering all of the data into SPSS and Microsoft Excel. The open-ended questions were entered into Excel so they could be coded into output and analyzed quantitatively. To check the accuracy of the data, 25 of the surveys were randomly selected and checked for accuracy in SPSS and Excel. All of the data was visually checked for outliers and any other potential mistakes that could have been made during data entry.

Next the data entries were analyzed in SPSS, and the demographic information was also calculated. This included average time as adjuncts, number of classes taught,

gender, race, and degree held. Multiple regression was used to determine variables that contributed to job satisfaction and instructor's commitment to continue as an adjunct. Descriptive statistics were computed on the open-ended questions (important reasons that led a person to be an adjunct, most positive aspect of adjunct teaching, and the most negative aspect of adjunct instruction). The respondents' additional comments were calculated and mentioned in the discussion section of this paper.

Validity

The following controls were put in place in this study to minimize any violations of assumptions concerning the statistical test used. One violation that cannot be changed is that Likert scale responses do not possess a normal probability distribution (SPSS Technique Series). The assumption of independence of scores was met with the survey design - this study does not have any set treatment conditions. Subjects were expected to complete the survey on their own and to the best of their ability. Within the survey research all respondents are asked the same questions in the same way and in general people are familiar with questionnaires and know how to respond candidly (Zemke & Kramlinger, 1982). It is understood that all of the subjects have the same profession related to the survey instrument. This will give power to the distribution that there was homogeneity among the subjects. The validity and reliability of the survey instrument was discussed earlier in the Instrumentation section.

Limitations

There are possible limitations this study may have encountered. There are limitations with survey research, and there is a chance of non-response by subjects with this type of data collection. Each location had representatives that worked with the researcher to help get as many surveys returned as possible. Another possible limitation is if respondents do not fully understand a question, or need clarification, they cannot get it (Zemke & Kramlinger, 1982). All of the contact details were listed with the survey to allow subjects to contact the researcher, if any misunderstanding resulted due to confusion with the instrument. Related to the survey, with Likert Scale surveys, there is a chance of subjects reporting more neutral responses by “sitting on the fence” but it is also important to know, if subjects do not have an opinion either way (Brown, 2000).

Other limitations include survey respondents answering the questions in a way that expresses their honest opinions (McNeil - Hueitt, 2003). This is an important part of collecting survey data. It was asked in the survey instructions (Appendix E) that respondents read each question carefully. At the end of the survey there were additional instructions asking each respondent to please verify that they had answered all of the questions. The final limitation of the respondent sample in this study refers to the adjunct instructors at Tulsa Community College, Langston University – Tulsa, Oklahoma State University – Tulsa, and Northeastern State University – Broken Arrow (McNeil - Hueitt, 2003). Did the sample of respondents that completed the surveys truly represent the population of adjunct instructors from these four higher education institutions?

CHAPTER IV

Presentation and Analysis of Data

Demographic Information

The total sample of adjunct instructors employed at the four institutions surveyed in this study was 1,005. OSU-Tulsa = 30, TCC = 893, Langston-Tulsa = 45, and NSU = 37. A total of 243 surveys were returned, a response rate of 24%. Of these eight had to be eliminated due to the respondent teaching only non-credit classes. Twelve subjects were eliminated because they had been adjuncts less than six months bringing the final response rate to 223 surveys, 22%. Demographically (Appendix G) 99 of the subjects were male and 124 were female. Regarding race 192 subjects identified themselves as White/Non Hispanic, 14 African American, seven Native American/Alaskan Native, three Asian/Pacific Islander, five designated as Other, and one was Hispanic. There was one subject that did not respond to this item.

Table 2 – Racial/Ethnic Background

Responses	Number	Percent	Valid Percent
1 = White/Non Hispanic	192	86.1%	86.5%
2 = African American	14	6.3%	6.3%
3 = Asian/Pacific Islander	3	1.3%	1.4%
4 = Hispanic	1	.4%	.5%
5 = Native American/Alaskan Native	7	3.1%	3.2%
6 = Other	5	2.2%	2.3%
Total	222	99.6%	100%
Missing	1	.4%	
Total	223	100%	

37 subjects have a bachelors degree, 137 have a masters degree, and 48 have a doctorate/first professional. One subject did not respond to this item.

Table 3 - Highest Degree

Responses	Number	Percent	Valid Percent
1=Bachelors	37	16.6%	16.7%
2=Masters	137	61.4%	61.7%
3=Doctorate/First Professional	48	21.5%	21.6%
Missing	1	.4%	
Total	223	100%	

A large number of the respondents taught either one or two courses (Appendix G). Responses included 97 survey participants who taught one course and 115 were teaching two courses. Seven indicated they were teaching three courses during the semester. Four adjunct subjects responded they were teaching 0, 4, 5, and 6 courses. The respondent who stated “zero” may not have been teaching at the time the data was collected. Those reporting four-to-six are teaching at other schools in addition to the one they received the survey through. It was noted in the open-ended questions that adjuncts are allowed to teach a maximum of two classes - seven hours. The highest percentages of subjects teach three, four, or six credit hours. A total of 102 subjects teach six credit hours.

The subjects were asked to respond regarding their current employment situation. Subjects were asked if they currently had a job besides teaching as an adjunct instructor. One hundred and ten subjects responded that they had full time employment, 49 subjects stated they were employed part-time, and 63 subjects had no other employment besides their position as an adjunct instructor; however, one subject did not respond to this question. The subjects in this study averaged just over eight years of experience as adjunct instructors.

Table 4 - Job Besides Adjunct Instruction

Responses	Number	Percent	Valid Percent
1=Yes Full Time	110	49.3%	49.5%
2=Yes Part Time	49	22.0%	22.1%
3=No Employment But Adjunct	63	28.3%	28.4%
Missing	1	.4%	
Total	223	100%	

Overall Job Satisfaction

Standard multiple regression was conducted to determine the accuracy of the independent variables (financial compensation; personal achievement; professional experience; working in a collegial environment; students; and visibility for jobs at other organizations) predicting overall job satisfaction. Data screening led to the elimination of 20 cases. Of the 20 cases eliminated, eight subjects taught non-credit courses and 12 subjects had been instructors for less than six months. The data were analyzed for violations of linearity and homoscedasticity. Scatter plots and data correlation matrix of variables showed there were no violations of linearity, normality or homoscedasticity. Regression results indicate that the model significantly predicts overall job satisfaction, $R^2 = .476$, $R^2_{adj} = .460$, $F(6,204) = 30.869$ $p < .01$. The model accounts for 47.6% of variance for overall job satisfaction. A summary of regression coefficients is presented in Table 4 and indicates that four (financial compensation, personal achievement, working in a collegial environment, and students) of the six variables significantly contributed to

the model (Mertler & Vannatta, 2005). Appendix H has additional statistical information from this analysis.

Table 5 – Overall Job Satisfaction Regression Summary

R	R Square	Adjusted R Square	Std. Error of Estimate	R Square Change	F Change	DF 1	DF 2
.690	.476	.460	.765	.476	30.869	6	204

a: Predictors: (Constant), Visibility for Jobs, Students, Collegial Environment, Personal Achievement, Financial Compensation, Professional Experience

Commitment to Continue as an Adjunct Instructor

Standard multiple regression was conducted to determine the accuracy of the independent variables (financial compensation; personal achievement; professional experience; working in a collegial environment; students; job security; and teaching load) predicting an instructor’s commitment to continue as an adjunct. Data screening led to the elimination of 20 cases. Of the 20 cases eliminated, eight subjects taught non-credit courses and 12 subjects had been instructors for less than six months. As mentioned previously, there were no violations of linearity, normality, or homoscedasticity.

Regression results indicate that the model does not significantly predict an instructor’s commitment to continue as an adjunct, $R^2 = .143$, $R^2_{adj} = .114$, $F(7,207) = 4.943$ $p < .01$.

The model accounts for 14.3% of variance for instructor’s commitment to continue as an adjunct. A summary of regression coefficients is presented in Table 6 and indicates that only one (professional experience) of the seven variables significantly contributed to the

model (Mertler & Vannatta, 2005). Appendix I has additional statistical information from this analysis.

Table 6 – Commitment to Continue as Adjunct Instructor Regression Summary

R	R Square	Adjusted R Square	Std. Error of Estimate	R Square Change	F Change	DF 1	DF 2
.378	.143	.114	1.662	.143	4.943	7	207

a: Predictors: (Constant), Teaching Load, Personal Achievement, Students, Collegial Environment, Financial Compensation, Job Security, Professional Experience

In response to the findings on predicting an instructor’s commitment to continue as an adjunct, an analysis was compiled on subjects’ responses to survey question number 18 (Appendix J). Subjects responded to this question with Likert scale responses of, 1 = (Not at All Likely) to 7 = (Very Likely). The responses to question A; during the next two years, what is the likelihood that you would take a full time position in higher education, resulted in 34.4% stating that it was not at all likely. This was the highest response to this question. The next question B; during the next two years, what is the likelihood that you would take a full time position outside of higher education resulted in 34% stating that it was not at all likely. The final question C; during the next two years, what is the likelihood that you would discontinue as an adjunct instructor? Over 70% of subjects responded to this item by answering 1-3 on the Likert scale.

These responses indicate that a large percentage of the subjects in this study plan to continue as adjunct instructors. A majority of the responses indicate they do not have plans to take a full time job in higher education. It was also found that many do not think

they will take a full time job outside of education. These responses indicate a level of commitment from the subjects to continue as adjunct instructors.

Responses to Open-ended Questions

Responses were tallied from the open-ended questions (See Table 7). The first question asked respondents to list the two to three most important reasons that led them to be an adjunct instructor. A total of 209 subjects responded to this question and 140 reported that they are adjuncts because of their desire to teach. Sixty subjects responded that a positive aspect was the income and 50 subjects responded that they teach for the interaction with the students.

Table 7 – Question #19; 2-3 Reasons to Adjunct Instruct

Responses	Number
Teach	140
Income/Pay	60
Students	50
Knowledge	45
Opportunity	31
Schedule	31
Total Subjects Responded	209
No Response	14

The next question asked the respondents to list the most positive aspect of adjunct instruction (Table 8). A total of 212 subjects responded to this question and 127 stated

that the most positive aspect of adjunct instruction was the students. One hundred and nine reported that teaching was positive and 47 reported that the schedule was a positive aspect of the job for them.

Table 8: Question #20; Positive Aspects of Adjunct Instruction

Responses	Number
Students	127
Teach	109
Schedule	47
Knowledge	35
Pay/Income	8
Total Subjects Responses	212
No Response	11

This was followed by the respondents listing the most negative aspect of adjunct instruction (Table 9). A total of 183 subjects responded to this question and 43 of them noted that pay and benefits were poor, 42 reported that a negative aspect was their discouragement with the campus and opportunities. Finally 27 subjects mentioned job security as a negative aspect of being an adjunct instructor.

Table 9 - Question #21; Negative Aspects of Adjunct Instruction

Responses	Number
Pay/Benefits	43
Discouragement	42
Job Security	27
Limit	13
Total Subjects Responded	183
No Response	40

The end of the survey allowed subjects to make additional comments. Their comments related to this item are included in the discussion section of this paper.

Table 10 - Additional Comments

Responses	Number
Positive Comments	20
Pay/Benefits – Negative	12
Limit	6
Pay/Benefits – Positive	1
Total Subjects Responded	58
No Response	165

CHAPTER V

Research Summary

The results of this study yielded a number of interesting characteristics about this sample of adjunct instructors. The results show that financial compensation is a key predictor of overall job satisfaction. Determining an adjunct instructor's commitment to continue did not result in statistically determining the commitment of this sample. The open-ended questions provided detailed information regarding the reasons why these instructors are adjuncts and what they recognize as positive and negative aspects of their jobs.

Demographic Information

The demographics of this sample are similar to data compiled by the National Study of Post Secondary Faculty (U. S. Department of Higher Education, 2001). 86% of the adjuncts in this sample identified themselves as White/non-Hispanic and 6% of the subjects are African American. This sample contains a higher percentage of Native American/Alaskan Native compared to the national average. This is likely due to the demographics of Oklahoma and the high population of Native Americans. The degrees held by this sample are similar to the national averages, 22% have a doctorate or first professional degree, 61% have a masters degree, and 17% have a bachelors degree. The

National Study of Post Secondary Faculty (U. S. Department of Higher Education, 2001) reported 27% have a doctorate or a first professional degree, 54% have a masters degree, and 19% have a bachelors degree. The main difference in Tulsa is that more instructors have masters degrees than the average of all higher education institutions. The subjects in this study average over eight years of experience as adjunct instructors (Appendix G). This is important information for administrators - overall this population of adjunct instructors has several years of experience which may reflect back to the quality of instruction the students receive.

Many of the subjects in this study teach 1 or 2 courses. The majority of the subjects teach two courses and a total of six credit hours. It was noted by more than one subject in their survey comments that adjuncts are only allowed to teach two classes and a maximum of seven hours at one institution. This is considered a full teaching load for an adjunct instructor. These results indicate that a number of adjuncts in this study are committed to teaching and spending the necessary time to instruct students.

The demographic information concerning the courses taught and the hours involved related to the employment of the adjuncts in this study. Of all those surveyed nearly 50% of them have full time jobs outside of their employment as an adjunct instructor, 28% had no other employment besides adjunct instruction, and 22% have part-time employment. A large percentage of this sample is not employed full time. Of the instructors that work a full time job and work as adjunct instructors, nearly 50% of the subjects are considered highly motivated. They spend a number of hours each week at a job and still complete their teaching assignment. With 28% of the subjects employed only as adjunct instructors these individuals work without benefits and have a completely

different income level than those that are employed full time and not employed as an adjunct. It is possible that many of these individuals have the desire to obtain a full time position in education.

Overall Job Satisfaction

The purpose of this research study is to show statistically which variables contribute to the overall job satisfaction of adjunct instructors at four higher education institutions. One of the research questions asked which of the following variables; financial compensation, personal achievement, professional experience, working in a collegial environment, visibility for jobs at other organizations, and student interaction are the most influential in predicting overall job satisfaction. In this part of the study, the researcher suggested that financial compensation will not contribute significantly to the prediction model. Other factors will be more significant in predicting overall job satisfaction.

The researcher's suggestion was false and the results show the near opposite. Four of the factors contributed to overall job satisfaction with financial compensation as the most significant of the four factors. The other factors that contribute to job satisfaction are personal achievement, working in a collegial environment, and the students. One of the research questions was about personal achievement which does contribute to overall job satisfaction. These results also confirm Feldman's and Turnley's (2001) statement that adjunct faculty positions can present opportunities for growth and development and help younger employees make contacts to find permanent employment outside of their present institutions. Personal achievement is an important part of the overall job

satisfaction for this group of respondents. Achievement adds to personal experience, professional experience, and preparing for future opportunities. This achievement of adjunct instruction relates to the goals of the instructors, the opportunities that can be created to gain a full time position, and for experience in higher education.

The researcher did not predict financial compensation as the most significant contributor to overall job satisfaction. The results; however, show that financial compensation is important to these instructors and that there is a significant level of satisfaction contributing to overall job satisfaction. The results also prove that from the sample of adjuncts that participated in the study financial compensation plays a key role in their overall job satisfaction.

Financial compensation was prevalent in many of the subject's responses to the open-ended questions. A positive aspect of adjunct instruction is the extra income they earn from teaching. When subjects responded to the negative aspects of adjunct instruction they responded that they wanted more income. These results do contradict themselves but in the model financial compensation is the most significant contributor to overall job satisfaction. The results show that for this sample of adjuncts overall job satisfaction is a combination of finance, personal gain, interacting with peers and their students, and the ability to contribute to the success of their students.

Commitment to Continue as an Adjunct Instructor

A second aspect of this study was to determine an instructor's commitment to continue as an adjunct instructor. Do specific variables effect an instructor's commitment to continue as an adjunct in Tulsa, OK? How long do these individuals plan to work as adjuncts, what is their commitment to continue with their current employer? The results of this analysis did not statistically determine an instructor's commitment to continue as an adjunct. A second analysis was compiled that provided better conclusions to the research questions. Multiple regression attempted to determine the accuracy of the independent variables; financial compensation, personal achievement, professional experience, working in a collegial environment, students, job security, and teaching load for predicting an instructor's commitment to continue as an adjunct. Results indicate that the model does not significantly predict an instructor's commitment to continue as an adjunct and only one independent variable, professional experience, significantly contributed to the model. It was thought by the researcher that one of the reasons for an individual to pursue the job of an adjunct instructor was for professional experience. This factor significantly predicted an instructor's commitment to continue as an adjunct, and it relates to the theoretical perspective of motivation and goal setting theory.

The dependent variable for this analysis was a subject's response to the question, what is the likelihood they will discontinue as an adjunct instructor. After the multiple regression was completed the subjects' responses to this question were analyzed. It was discovered that over 70% of the subjects indicated it was not at all likely they would discontinue as adjunct instructors. The responses to this question indicate there is a strong commitment to teach by the sample of adjuncts in this study. Even though the responses

to this item are not statistically significant, they show strong commitment to remain adjunct instructors. The population of potential subjects for this study was over 1,000 adjuncts, commitment is important so the schools have qualified individuals to work part-time instructing students.

Responses to Open-Ended Questions

There were a number of responses to the open-ended questions. The responses were quantified and resulted in a number of similar comments by the subjects. The first question asked the subjects to list the two to three most important reasons that led them to be an adjunct instructor. Well over half of the subjects responded that they are adjuncts because of their desire to teach, and they enjoy teaching and sharing knowledge with those they interact with in the classroom setting. This is a positive characteristic of these subjects that is of interest to administrators. Twenty-nine percent of the subjects indicated income is a positive aspect of adjunct instruction. Many respondents stated they like the extra income they receive for the service they provide. This matches the finding that financial compensation contributes to overall job satisfaction. Additionally many subjects responded that they teach for the interaction with the students. This includes the sharing of knowledge as well as getting to know students, spending time with them in classes, and helping them achieve their educational goals. From this data it was concluded that these respondents are committed to the success of the students they interact with in class.

The next question asked the subjects to list the most positive aspect of adjunct instruction. Through their responses the subjects identified students as the most positive aspect of adjunct instruction - this closely matches the responses of the previous question.

The adjuncts in this sample like their interaction with the students and the opportunities they have to help the students achieve their educational goals. The social aspect of interacting with students was prevalent in the responses to the open-ended questions. Feldman and Turnley (2001) found that adjuncts remain in their jobs because of their attachment to their profession rather than for the low economic rewards the positions offer. This attachment includes the social interactions that the job entails.

Other positive responses included teaching and the flexibility of their schedule. This relates to the literature review which mentioned the teaching schedule as a benefit of adjunct instruction. The schedule allows instructors to work a full-time job, spend time with family, and, for many subjects in this study, gives them something to do while retired. Teaching again is identified by the subjects regarding their interactions with students, sharing of knowledge, and the social interactions. A few of the subjects stated they were retired and worked as an adjunct instructor, and it allows them to still be involved in education and help young people pursue their educational goals.

The last open-ended question asked the survey participants to list the most negative aspects of adjunct instruction. A number of the respondents did not respond to this question; however, many of the subjects responded that pay and benefits were poor. They stated that more pay would be a benefit as well as the opportunity to have health benefits. Discouragement with their campus and future opportunities were the next items reported as negative. A number of subjects mentioned that they had little, if any, chance of a full time faculty position. Campus related items included the lack of office space options and no requirement for office hours, but without these things there are less opportunities to meet with students. Additionally the subjects commented that they have

few chances to interact with other colleagues, which they identified as being a negative aspect of being an adjunct. Finally, subjects responded that job security was very poor. The subjects mentioned that they were not notified until the last minute, if a class was to be cancelled due to the lack of students. This aspect of the job is frustrating for the adjuncts since most subjects are interested in teaching more than currently allowed. Job security is a frustrating part of any job and is a common issue for an adjunct instructor position.

Additional Comments

Subjects were allowed to make additional comments upon completion of the survey on anything of their choosing. Though not part of the focus of this study the comments were acknowledged. Of all the participants surveyed, 59 subjects made additional comments. Their comments included encouragement to the researcher, indication that they were retired, how much they liked the school where they taught, and class limit. The comments on class limit included concern about the number of classes and the number of hours adjuncts are allowed to teach. As stated earlier, adjuncts are only allowed to teach two classes at an institution and they are limited to seven hours per semester. There were 12 subjects that responded by mentioning negative aspects about the pay and the lack of benefits. This included the extra effort that goes into class preparation without compensation. Finally one subject commented positively about financial compensation, that it was good, and how much it was appreciated for the service of teaching. These responses provided more information about the subjects including an abundance of similarity in the responses.

Motivation Theory

These results tie into the theory of motivation. It was suggested that the adjunct instructors in this study were working toward professional goals, for interaction with colleagues, and because they truly enjoy the job they perform. The predictors for overall job satisfaction are financial compensation, personal achievement, working in a collegial environment, and students. The adjunct instructors in this study are motivated by personal achievement which is a key predictor of overall job satisfaction. In addition, working in a collegial environment, interaction with peers, sharing information, and working with students are key aspects of their jobs.

Every job has aspects that motivate employees. As instructors the respondents in this study are motivated by personal achievement, yet personal achievement is interpreted by the individual. Adjuncts in many cases work to gain experience for a full time position and this is the motivation that drives many of the subjects in this study. If the goal is to become a full time instructor, personal achievement is very important to the adjunct instructor. Administrators will notice in this study there are a number of comments that are positive towards the students. The subjects in this study are motivated to teach and interact with the students. They are inspired to share their knowledge and help individuals reach their chosen goals.

The open-ended questions provided more insight into the motivation by asking the subjects to list the two to three most important reasons that led them to be adjunct instructors. With the most popular response to teach students there is motivation to not only instruct but to gain experience. Income is also listed which shows a motivation to earn more money. A final aspect of motivation relates to a subject's response that

knowledge is a reason to teach as an adjunct and it is a positive aspect of adjunct instruction (Table 8). This includes sharing knowledge with students and the ability to continue to learn new information.

Limitations

This study was limited by the number of responses from the population of subjects. Though the response rate was well below 50% it does not justify that these responses were an accurate account of the population of adjuncts during the time of data collection. The research did control the subject responses and put forth the steps to get accurate information from those that participated. It can only be speculated why the response rate for this study was so low, as each one of the 1,005 employed adjunct instructors received the survey. All adjuncts have mailboxes on their particular campus where they receive school correspondence. Speculation can assume that adjuncts may have had an unrealistic expectation about the survey even though the purpose was stated in the cover letter. There may have been concerns because of the questions with regard to job satisfaction and salary responses may be used to change their financial compensation. Another possibility is that of those that responded, nearly 50% have full time employment - it is possible that subjects that did not respond were too busy to take time out of their schedule to complete the survey. Due to the small sample size the study is somewhat limited because the results may not be a reflection of the entire population of adjunct instructors from the four schools in Tulsa, Oklahoma.

Additionally a limitation of the study was effected by the variables used to determine an instructor's commitment to continue as an adjunct which did not accurately

predict commitment. The response to the survey question by the subjects more accurately answered this question. This aspect of the study is very important to the administrations of these schools. Unfortunately, there is no accurate way to determine the subject's commitment to continue as adjunct instructors.

A final limitation is the methodology used by the researcher. Because seven subjects responded to the survey by returning an electronic survey, the study employed two methodologies. For subjects to complete the survey electronically it involved a different format than the other completed surveys received. The responses on the electronic surveys were assumed to be completely accurate since the electronic version was nearly identical to the paper copy. Having two methodologies limits this study since not all subjects used the same exact instrument when they responded.

Future Research

There are a number of additional research questions that could be examined with this data. Each of the higher education institutions in this study offers different financial compensation to their adjunct instructors. An interesting comparison would include examining financial compensation and job satisfaction from each institution. This would provide more data to the particular institution about their adjuncts, their financial compensation, and overall job satisfaction. Is overall job satisfaction higher for those that are better compensated financially?

Another analysis of this data could include looking at gender differences in responses. Are there significant differences among gender in regards to overall job satisfaction, years of experience, or satisfaction with financial compensation?

Additionally, comparisons could be examined between institutions. This study utilized adjuncts from four different higher education institutions and comparisons could be made between them.

Teaching, interacting with students, and sharing knowledge were all key responses to the open-ended questions. More in depth research could be conducted with the adjuncts on this aspect of their jobs. Does this match tenure-track instructors reasons for teaching? All of these are extremely important aspects of teaching in higher education, which do instructors think is the most significant and which do they focus their attention on the most?

Conclusion

The purpose of this study was to determine which job satisfaction variables were most influential in predicting overall job satisfaction of adjunct instructors at four Tulsa, Oklahoma, higher education institutions. Additionally this study sought to determine a given population of instructors' commitments to continue as adjuncts. The results of this study provided insight to administrators about job satisfaction and the motivation of these adjunct instructors. The data from this population of adjuncts provided information on their personal view of their position in higher education. The determination of the instructors' commitment to continue as an adjunct was an important, yet difficult, aspect of this study. With so many instructors teaching as adjuncts each semester it is important for administrators to be aware of their respective adjunct's commitment to the institution's mission. The open-ended data on reasons for teaching showed that adjuncts teach because of their love for teaching and to help the students.

This study does not suggest that changes in higher education are needed based on the results. Job satisfaction is important to consider for this unique group of employees in higher education. Adjunct instructors continue to seek recognition that administrations care about what is important to them and their well being as employees. As administrators continue to meet student and community needs, adjunct instructors will remain vital to higher education. This study is a building block that contributes to the current research on adjunct instructors, and helps prove that adjuncts are a vital part of higher education and for many educational organizations. With over 1,000 adjuncts employed during a fall semester these four particular schools' contributions to the institution and the students is considerable.

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APPENDIX A

Oklahoma State University Institutional Review Board

Oklahoma State University Institutional Review Board

Date: Tuesday, April 19, 2005
IRB Application No: ED0577
Proposal Title: The Satisfaction and Motivation of Adjunct Instructors in Higher Education

Reviewed and Processed as: Expedited

Status Recommended by Reviewer(s): Approved Protocol Expires: 4/18/2006

Principal Investigator/s

Darren Vetter
5685 Lake Drive
Mounds, OK 74047

Timothy J. Pettibone
307 Willard
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415 Whitehurst (phone: 405-744-5700, emct@okstate.edu).

Sincerely,



Sue C. Jacobs, Chair
Institutional Review Board

APPENDIX B

Letters to Four Oklahoma Universities

March 1, 2005

Oklahoma State University - Tulsa
700 N. Greenwood Ave
Tulsa, OK 74106

Dear Dr. Raja Basu,

My name is Darren R. Vetter and I am a graduate student at Oklahoma State University Tulsa. I am working on my doctoral dissertation and my study is on job satisfaction of adjunct instructors at three higher education institutions in Tulsa, Oklahoma. I have created a survey that I would like to administer to the entire population of adjunct instructors of your institution. This research is a quantitative study that will research the significance of job satisfaction indicators of adjunct faculty. The title of the dissertation is: Satisfaction and Motivation of Adjunct Instructors in Higher Education. The premise of the research is that compensation is not the most significant job satisfaction indicator for adjunct instructors. Items other than compensation are more significant. The study will also examine overall job satisfaction among adjunct instructors.

The subject's results for the survey will be kept confidential. The results will not be labeled with the participant's name. Introductory letters and the survey will be administered electronically via e-mail. This study is pending approval by the Institutional Review Board of Oklahoma State University.

I am seeking permission to use Oklahoma State University – Tulsa's adjunct instructors as subjects. I appreciate you time and look forward to talking with you.

Sincerely,

Darren R. Vetter
OSU - Tulsa Doctoral Student
Home: 918-827-5941 Cell: 918-557-1537
vettterski@msn.com

March 1, 2005

Tulsa Community College
6111 E. Skelly Drive
Suite 610
Tulsa, OK 74135

Dear Dr. Kontogianes,

My name is Darren R. Vetter and I am a graduate student at Oklahoma State University Tulsa. I am working on completing my Ed.D. in Higher Education Administration. My doctoral dissertation is a study on job satisfaction of adjunct instructors at three higher education institutions in Tulsa, Oklahoma. I have created a survey that I would like to administer to the entire population of adjunct instructors of your institution. This research is a quantitative study that will research the significance of job satisfaction indicators of adjunct faculty. The title of the dissertation is: Satisfaction and Motivation of Adjunct Instructors in Higher Education. The premise of the research is that compensation is not the most significant job satisfaction indicator for adjunct instructors. Items other than compensation are more significant. The study will also examine overall job satisfaction among adjunct instructors.

The subject's results for the survey will be kept confidential. The results will not be labeled with the participant's name. Introductory letters and the survey will be administered electronically via e-mail if available. This study is pending approval by the Institutional Review Board of Oklahoma State University.

I am seeking permission to use Tulsa Community College's adjunct instructors as subjects. Dr. Raja Basu is on my dissertation committee; your assistant mentioned on the phone that you knew him. He has given me approval to use OSU-Tulsa and I am hoping to also gain permission from Langston University. I have attached a copy of the survey for you to review. I think it will take only a few minutes for a subject to fill out.

I appreciate you time and look forward to talking with you.

Sincerely,

Darren R. Vetter
OSU - Tulsa Doctoral Student
Home: 918-827-5941 Cell: 918-557-1537
vettterski@msn.com

March 11, 2005

Langston University/Tulsa Campus
700 N. Greenwood
Tulsa, OK 74106

Dear Dr. Emily Patterson Harris,

My name is Darren R. Vetter and I am a graduate student at Oklahoma State University Tulsa. I am working on completing my Ed.D. in Higher Education Administration. My doctoral dissertation is a study on job satisfaction of adjunct instructors at three higher education institutions in Tulsa, Oklahoma. I have created a survey that I would like to administer to the entire population of adjunct instructors of your institution. This research is a quantitative study that will research the significance of job satisfaction indicators of adjunct faculty. The title of the dissertation is: Satisfaction and Motivation of Adjunct Instructors in Higher Education. The premise of the research is that compensation is not the most significant job satisfaction indicator for adjunct instructors. Items other than compensation are more significant. The study will also examine overall job satisfaction among adjunct instructors.

The subject's results for the survey will be kept confidential. The results will not be labeled with the participant's name. Introductory letters and the survey will be administered electronically via e-mail if available. This study is pending approval by the Institutional Review Board of Oklahoma State University.

I am seeking permission to use Langston University's adjunct instructors as subjects. I have attached a copy of the survey for you to review. I think it will take only a few minutes for a subject to fill out.

I appreciate you time and look forward to talking with you.

Sincerely,

Darren R. Vetter
OSU - Tulsa Doctoral Student
Home: 918-827-5941 Cell: 918-557-1537
vettterski@msn.com

April 11, 2005

Northeastern State University Broken Arrow
3100 E. New Orleans
Broken Arrow, OK 74014

Dear Dr. Hucceby,

My name is Darren R. Vetter and I am a graduate student at Oklahoma State University Tulsa. I am working on completing my Ed.D. in Higher Education Administration. My doctoral dissertation is a study on job satisfaction of adjunct instructors at four higher education institutions in Tulsa, Oklahoma. I have created a survey that I would like to administer to the entire population of adjunct instructors of your institution. This research is a quantitative study that will research the significance of job satisfaction indicators of adjunct faculty as related to job satisfaction and commitment. The title of the dissertation is: Satisfaction and Motivation of Adjunct Instructors in Higher Education. The premise of the research is that specific variables will relate to job satisfaction and commitment to teach. Financial compensation will not be a specific variable that will relate to job satisfaction for adjunct instructors. Items other than financial compensation will have higher significance. The study will also look at commitment to teach as an adjunct instructor.

The subject's results for the survey will be kept confidential. The results will not be labeled with the participant's name. Introductory letters and the survey will be administered electronically via e-mail if available. This study is pending approval by the Institutional Review Board of Oklahoma State University.

I am seeking permission to use Northeastern State University's adjunct instructors as subjects. I have attached a copy of the survey for you to review. I think it will take only a few minutes for a subject to fill out.

I appreciate you time and look forward to talking with you.

Sincerely,

Darren R. Vetter
OSU - Tulsa Doctoral Student
Home: 918-827-5941 Cell: 918-557-1537
vetterski@msn.com

APPENDIX C

Survey Cover Letter

Appendix C

Survey Cover Letter

Research Project: Satisfaction and Motivation of Adjunct Instructors in Higher Education

Dear Adjunct Instructor,

I am a doctoral candidate at Oklahoma State University Tulsa. I am asking your participation in a research study. The purpose of this study is to research job satisfaction and motivation of adjunct faculty in four Tulsa, Oklahoma higher education institutions. For this study I want to e-mail you a survey which I have created. The survey contains 29 items. The first 22 items are Likert Scale response and 3 open-ended questions to respond to. The last 7 questions are demographic in nature. After completing the survey it can be sent back by e-mail. The survey will take you less than 10 minutes to complete.

There are no expected risks for completing this survey. There is no possibility of physical or psychological harm from participation in this study. The benefits of this study will be more understanding of adjunct instructors in Tulsa, Oklahoma and provide information that administrations can use in regards to adjuncts.

Your confidentiality of your responses is guaranteed. No where in any of the data or results will subject names appear. Responses will be statistically analyzed together; there will be no analysis of individual responses. Responses to the questions not demographic in nature will be converted to numeric data for analysis. All returned surveys will be electronically stored in a password protected file and printed surveys will be kept by the researcher in a locked office. The surveys will be kept for five years and then destroyed. Your participation in this study is voluntary and can be discontinued at any time you choose. For information on subjects' rights, contact Dr. Sue C. Jacobs, IRB Chair, 415 Whitehurst Hall, 405-744-1676 or, or Dr. Yvonne Montgomery, Chair, Langston University IRB, (405) 466-3242.

If you have any questions don't hesitate to contact me. I appreciate your help on this research endeavor.

Sincerely,
Darren Vetter
OSU - Tulsa Doctoral Student

Contact Information:
Darren Vetter
5685 Lake Drive
Mounds, OK 74047
Home: 918-827-5941 Mobile 918-557-1537
e-mail: veterski@msn.com



APPENDIX D

Institution Cover Letter

<Institution Logo>

Dear Adjunct Instructor,

Attached is a survey being administered by a doctoral student enrolled at OSU-Tulsa. Please take the time to fill out this survey. This survey is intended to study job satisfaction and motivation among adjunct faculty at four Tulsa, Oklahoma higher education institutions. The survey is intended for adjunct instructors at Oklahoma State University-Tulsa, Tulsa Community College, Langston University-Tulsa, and Northeastern State University-Broken Arrow. The survey only takes between five and ten minutes to complete. All your responses remain completely anonymous.

The results are important to the student and to the administration of this institution. The survey cover letter that is included takes place of the consent form, all information pertaining to the risks of the study are listed on the document.

Thank you for taking the time to complete this Adjunct Instructor Survey! I appreciate your assistance with this research and commitment to education.

Sincerely,

<Institution Dean/VP>

<Title>

<Institution>

APPENDIX E

Adjunct Instructor Survey

Directions: Please read each question carefully. Answer the questions by entering the requested information or marking the response that matches how you feel in regards to the statement.

Institution: OSU-Tulsa Langston University – Tulsa TCC NSU-Broken Arrow

Questions 1-16: How satisfied are you with the following aspects of your job?

NS = Not Satisfied VS = Very Satisfied

- 1. Salary and fringe benefits
NS 1 2 3 4 5 6 7 VS
- 2. Opportunity for scholarly pursuits
NS 1 2 3 4 5 6 7 VS
- 3. Teaching load
NS 1 2 3 4 5 6 7 VS
- 4. Quality of students
NS 1 2 3 4 5 6 7 VS
- 5. Office/lab space
NS 1 2 3 4 5 6 7 VS
- 6. Autonomy and independence
NS 1 2 3 4 5 6 7 VS
- 7. Professional relationships with other faculty
NS 1 2 3 4 5 6 7 VS
- 8. Social relationships with other faculty
NS 1 2 3 4 5 6 7 VS
- 9. Competency of colleagues
NS 1 2 3 4 5 6 7 VS
- 10. Visibility for jobs at other institutions/ organizations
NS 1 2 3 4 5 6 7 VS

- 11. Relationship with administration
NS 1 2 3 4 5 6 7 VS
- 12. Opportunity to develop new ideas
NS 1 2 3 4 5 6 7 VS
- 13. Availability of childcare at this institution
NS 1 2 3 4 5 6 7 VS
- 14. Prospects for career advancement
NS 1 2 3 4 5 6 7 VS
- 15. Clerical/administrative support
NS 1 2 3 4 5 6 7 VS
- 16. How satisfied are you with your job security?
NS 1 2 3 4 5 6 7 VS
- 17. Do you currently have a job besides teaching as an adjunct instructor?
 Yes – Full time employment
 Yes – Part time employment
 No – No employment besides adjunct instruction

18. During the next 2 years, what is the likelihood that you would;

a. Take a full time position in higher education

Not at All Likely 1 2 3 4 5 6 7 Very Likely

b. Take a full time position outside of higher education

Not at All Likely 1 2 3 4 5 6 7 Very Likely

c. Discontinue as an adjunct instructor

Not at All Likely 1 2 3 4 5 6 7 Very Likely

19. Can you list the 2-3 most important reasons that led you to become an adjunct instructor at..?

20. What is the most positive aspect of adjunct teaching for you?

21. What is the most negative aspect of adjunct teaching for you?

22. Overall job satisfaction

Not Satisfied 1 2 3 4 5 6 7 Very Satisfied

23. What is your gender?

Male Female

24. What is your racial/ethnic background?

White (non-Hispanic) African American Asian/Pacific Islander

Hispanic Native American/Alaskan Native Other

25. How many total years and/or months have you been an adjunct instructor?

Years

Months

26. What is the highest level of educational degree that you have?

Bachelors Degree Masters Degree Doctorate or First Professional

27. Which of the following describes what type of classes you currently instruct?

Credit Courses Non-Credit Courses Both Credit and Non-Credit Courses

28. How many courses are you teaching this term?

0 1 2 3 4 5 6 7 8

29. How many semester credit hours are you teaching this term?

Hours

Additional Comments:

Please verify that you have answered all the questions. Your assistance in completing this survey is appreciated.

Return Survey Instructions:

Survey Contact Information:
Darren Vetter
OSU-Tulsa Doctoral Student
5685 Lake Drive
Mounds, OK 74047
Home: 918-827-5941
Mobile: 918-557-1537
vettterski@msn.com

APPENDIX F

HERI/NCES Survey Permission Information

April, 2005

Dear Mr. Vetter:

The Higher Education Research Institute grants permission to you to use Question # 34 on the HERI Faculty Survey instrument in your dissertation study of adjunct faculty at colleges in Tulsa, OK.

In the event that you publish your results, please cite HERI as appropriate. Good luck with your study.

Sincerely,

Kit Mahoney
HERI Business Manager

Kit Mahoney
CIRP Survey Coordinator/Business Manager
UCLA Higher Education Research Institute
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
phone (310) 825-1925, fax (310) 206-2228

June, 2005

Permission is granted from Eric Nielsen to use a modification of questions #67 & #69 from the 1999 National Study of Post Secondary Faculty. Please reference this information in your study.

Eric Nielsen
Sr. Director of Rights and Permission
1-877-242-5587 ext. 3144

APPENDIX G

DEMOGRAPHIC INFORMATION

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 = Male	99	44.4	44.4	44.4
1 = Female	124	55.6	55.6	100.0
Total	223	100.0	100.0	

How Many Courses Taught

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	.4	.4	.4
1	97	43.5	43.5	43.9
2	115	51.6	51.6	95.5
3	7	3.1	3.1	98.7
4	1	.4	.4	99.1
5	1	.4	.4	99.6
6	1	.4	.4	100.0
Total	223	100.0	100.0	

How Many Credit Hours Term

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	1	.4	.4	.4
1.00	2	.9	.9	1.3
2.00	8	3.6	3.6	4.9
3.00	71	31.8	31.8	36.8
4.00	21	9.4	9.4	46.2
5.00	3	1.3	1.3	47.5
6.00	102	45.7	45.7	93.3
7.00	10	4.5	4.5	97.8
8.00	2	.9	.9	98.7
9.00	2	.9	.9	99.6
19.00	1	.4	.4	100.0
Total	223	100.0	100.0	

Statistics

Total Years Adjunct

N	Valid	222
	Missing	1
Mean		8.1610
Minimum		.50
Maximum		26.00

APPENDIX H

MULTIPLE REGRESSION OVERALL JOB SATISFACTION

Descriptive Statistics

	Mean	Std. Deviation	N
Overall Job Satisfaction	5.62	1.041	211
Financial Compensation	4.30	1.627	211
Personal Achievement	4.32	1.585	211
Professional Experience	3.49	1.741	211
Collegial Environment	5.20	1.519	211
Students	4.86	1.329	211
Visibility for Jobs	3.55	1.619	211

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.340	6	18.057	30.869	.000 ^a
	Residual	119.328	204	.585		
	Total	227.668	210			

a. Predictors: (Constant), Visibility for Jobs, Students, Collegial Environment, Personal Achievement, Financial Compensation, Professional Experience

b. Dependent Variable: Overall Job Satisfaction

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.671	.259		10.300	.000						
	Financial Compens	.241	.040	.376	6.017	.000	.579	.388	.305	.658	1.521	
	Personal Achievem	.054	.041	.083	1.325	.187	.431	.092	.067	.656	1.525	
	Professional Exper	.090	.043	.151	2.121	.035	.478	.147	.108	.505	1.980	
	Collegial Environm	.164	.039	.239	4.179	.000	.435	.281	.212	.785	1.274	
	Students	.119	.043	.151	2.739	.007	.378	.188	.139	.841	1.189	
	Visibility for Jobs	-.018	.044	-.028	-4.16	.678	.388	-.029	-.021	.554	1.806	

a. Dependent Variable: Overall Job Satisfaction

Collinearity Diagnostics

Mode	Dimension	Eigenvalue	Condition Index	Variance Proportions						
				Constant	Financial Compensation	Personal Achievement	Professional Experience	Collegial Environment	Students	Visibility for Jobs
1	1	6.544	1.000	.00	.00	.00	.00	.00	.00	.00
	2	.157	6.454	.04	.00	.00	.25	.02	.06	.15
	3	.087	8.657	.00	.37	.19	.08	.13	.05	.08
	4	.069	9.743	.03	.27	.14	.14	.06	.00	.59
	5	.061	10.350	.02	.02	.59	.48	.03	.06	.16
	6	.053	11.093	.00	.33	.08	.03	.41	.39	.01
	7	.028	15.281	.91	.00	.00	.03	.35	.44	.01

a. Dependent Variable: Overall Job Satisfaction

Correlations

		Overall Job Satisfaction	Financial Compensation	Personal Achievement	Professional Experience	Collegial Environment	Students	Visibility for Jobs
Pearson Correlation	Overall Job Satisfaction	1.000	.579	.431	.478	.435	.378	.388
	Financial Compensation	.579	1.000	.384	.468	.239	.371	.476
	Personal Achievement	.431	.384	1.000	.496	.414	.274	.414
	Professional Experience	.478	.468	.496	1.000	.382	.241	.630
	Collegial Environment	.435	.239	.414	.382	1.000	.146	.304
	Students	.378	.371	.274	.241	.146	1.000	.233
	Visibility for Jobs	.388	.476	.414	.630	.304	.233	1.000
Sig. (1-tailed)	Overall Job Satisfaction	.	.000	.000	.000	.000	.000	.000
	Financial Compensation	.000	.	.000	.000	.000	.000	.000
	Personal Achievement	.000	.000	.	.000	.000	.000	.000
	Professional Experience	.000	.000	.000	.	.000	.000	.000
	Collegial Environment	.000	.000	.000	.000	.	.017	.000
	Students	.000	.000	.000	.000	.017	.	.000
	Visibility for Jobs	.000	.000	.000	.000	.000	.000	.
N	Overall Job Satisfaction	211	211	211	211	211	211	211
	Financial Compensation	211	211	211	211	211	211	211
	Personal Achievement	211	211	211	211	211	211	211
	Professional Experience	211	211	211	211	211	211	211
	Collegial Environment	211	211	211	211	211	211	211
	Students	211	211	211	211	211	211	211
	Visibility for Jobs	211	211	211	211	211	211	211

APPENDIX I

MULTIPLE REGRESSION COMMITMENT TO CONTINUE

AS AN ADJUNCT INSTRUCTOR

Descriptive Statistics

	Mean	Std. Deviation	N
Discontinue As Adjunct	2.52	1.766	215
Financial Compensation	4.32	1.628	215
Personal Achievement	4.32	1.596	215
Professional Experience	3.51	1.753	215
Collegial Environment	5.21	1.513	215
Students	4.87	1.321	215
Job Security	4.73	1.826	215
Teaching Load	5.13	1.691	215

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.624	7	13.661	4.943	.000 ^a
	Residual	572.069	207	2.764		
	Total	667.693	214			

a. Predictors: (Constant), Teaching Load, Personal Achievement, Students, Collegial Environment, Financial Compensation, Job Security, Professional Experience

b. Dependent Variable: Discontinue As Adjunct

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.323	.582		7.426	.000		
	Financial Compensation	-.084	.087	-.077	-.959	.339	.639	1.566
	Personal Achievement	-.042	.089	-.038	-.475	.635	.646	1.549
	Professional Experience	-.264	.085	-.262	-3.093	.002	.579	1.728
	Collegial Environment	-.112	.086	-.096	-1.313	.191	.771	1.297
	Students	-.009	.094	-.007	-.100	.920	.829	1.207
	Job Security	-.073	.079	-.076	-.921	.358	.613	1.630
	Teaching Load	.125	.084	.120	1.484	.139	.637	1.570

a. Dependent Variable: Discontinue As Adjunct

Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions							
				Constant	Financial Compensation	Personal Achievement	Professional Experience	Collegial Environment	Students	Job Security	Teaching Load
1	1	7.497	1.000	.00	.00	.00	.00	.00	.00	.00	.00
	2	.135	7.443	.04	.00	.01	.56	.01	.05	.00	.01
	3	.100	8.665	.01	.01	.25	.00	.05	.01	.24	.14
	4	.081	9.596	.00	.53	.01	.00	.13	.06	.16	.00
	5	.062	11.018	.03	.11	.41	.36	.05	.05	.26	.04
	6	.052	11.961	.00	.29	.04	.04	.40	.38	.06	.01
	7	.045	12.841	.00	.05	.27	.01	.08	.05	.27	.75
	8	.027	16.594	.92	.00	.00	.03	.28	.39	.00	.04

a. Dependent Variable: Discontinue As Adjunct

Correlations

	Discontinue As Adjunct	Financial Compensation	Personal Achievement	Professional Experience	Collegial Environment	Students	Job Security	Teaching Load
Pearson Correl	1.000	-.222	-.241	-.344	-.223	-.108	-.209	-.092
Discontinue As Adjunct								
Financial Compensation	-.222	1.000	.390	.476	.242	.371	.400	.423
Personal Achievement	-.241	.390	1.000	.507	.410	.270	.342	.222
Professional Experience	-.344	.476	.507	1.000	.377	.244	.464	.393
Collegial Environment	-.223	.242	.410	.377	1.000	.146	.320	.266
Students	-.108	.371	.270	.244	.146	1.000	.232	.277
Job Security	-.209	.400	.342	.464	.320	.232	1.000	.534
Teaching Load	-.092	.423	.222	.393	.266	.277	.534	1.000
Sig. (1-tailed)								
Discontinue As Adjunct	.001	.001	.000	.000	.001	.057	.001	.089
Financial Compensation	.001	.000	.000	.000	.000	.000	.000	.000
Personal Achievement	.000	.000	.000	.000	.000	.000	.000	.001
Professional Experience	.000	.000	.000	.000	.000	.000	.000	.000
Collegial Environment	.001	.000	.000	.000	.000	.016	.000	.000
Students	.057	.000	.000	.000	.016	.000	.000	.000
Job Security	.001	.000	.000	.000	.000	.000	.000	.000
Teaching Load	.089	.000	.001	.000	.000	.000	.000	.000
N								
Discontinue As Adjunct	215	215	215	215	215	215	215	215
Financial Compensation	215	215	215	215	215	215	215	215
Personal Achievement	215	215	215	215	215	215	215	215
Professional Experience	215	215	215	215	215	215	215	215
Collegial Environment	215	215	215	215	215	215	215	215
Students	215	215	215	215	215	215	215	215
Job Security	215	215	215	215	215	215	215	215
Teaching Load	215	215	215	215	215	215	215	215

APPENDIX J

RESPONSES COMMITMENT TO CONTINUE

AS AN ADJUNCT INSTRUCTOR

Statistics

		Likelihood Full Time Education	Likelihood Full Time No Ed.	Discontinue As Adjunct
N	Valid	221	215	223
	Missing	2	8	0
Mean		3.36	3.36	2.50
Mode		1	1	1

* Responses are Likert Scale: Not at All Likely 1 – 7 Very Likely

Likelihood of Taking a Full Time Position in Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	76	34.1	34.4	34.4
	2	25	11.2	11.3	45.7
	3	22	9.9	10.0	55.7
	4	24	10.8	10.9	66.5
	5	21	9.4	9.5	76.0
	6	21	9.4	9.5	85.5
	7	32	14.3	14.5	100.0
	Total	221	99.1	100.0	
Missing	System	2	.9		
Total		223	100.0		

* Responses are Likert Scale: Not at All Likely 1 – 7 Very Likely

Likelihood of Taking a Full Time Position Outside of Higher Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	73	32.7	34.0	34.0
	2	21	9.4	9.8	43.7
	3	23	10.3	10.7	54.4
	4	26	11.7	12.1	66.5
	5	27	12.1	12.6	79.1
	6	15	6.7	7.0	86.0
	7	30	13.5	14.0	100.0
	Total	215	96.4	100.0	
Missing	System	8	3.6		
Total		223	100.0		

* Responses are Likert Scale: Not at All Likely 1 – 7 Very Likely

Likelihood of Discontinuing as an Adjunct Instructor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	98	43.9	43.9	43.9
	2	44	19.7	19.7	63.7
	3	17	7.6	7.6	71.3
	4	26	11.7	11.7	83.0
	5	19	8.5	8.5	91.5
	6	12	5.4	5.4	96.9
	7	7	3.1	3.1	100.0
	Total	223	100.0	100.0	

* Responses are Likert Scale: Not at All Likely 1 – 7 Very Likely

APPENDIX K

University Letters

OKLAHOMA STATE UNIVERSITY



Academic Affairs
700 North Greenwood Avenue
Tulsa, Oklahoma 74106-0700
918-594-8013; Fax: 918-594-8023

March 7, 2005

Darren Vetter
5685 Lake Drive
Mounds, OK 74047

Dear Darren,

In response to your request to use OSU-Tulsa in your dissertation study you have my permission to use our adjunct faculty in your research. I understand that you will maintain confidentiality of all the subjects and their responses. Prior to the administration of your survey please contact me and we will discuss the administration of the survey and when you plan to send it out.

If you need any assistance in the process please let me know. I wish you the best of luck on your endeavor!

Sincerely,

A handwritten signature in black ink, appearing to read "Raja Basu". The signature is written in a cursive style and is positioned above a horizontal line.

Raja Basu, PhD
Vice President for Academic Affairs



Tulsa Community College

(918) 595-7000

CONFERENCE CENTER
6111 East Skelly Drive
Tulsa, OK 74135-6198

METRO CAMPUS
909 South Boston Ave.
Tulsa, OK 74119-2095

NORTHEAST CAMPUS
3727 East Apache
Tulsa, OK 74115-3151

SOUTHEAST CAMPUS
10300 East 81st Street
Tulsa, OK 74133-4513

WEST CAMPUS
7505 West 41st Street
Tulsa, OK 74107-8633

March 11, 2005


Darren R. Vetter
Graduate Student
Oklahoma State University - Tulsa
5685 Lake Drive
Mounds, Oklahoma 74047

Dear Darren:

This is to officially notify you that the Office of Academic Affairs approves your research study for on the job satisfaction of adjunct instructors with one notable exception. TCC will not provide you with any email or street mailing addresses of the adjunct faculty. We will provide you with names, telephone numbers and email addresses of all four of the Directors of Evening Operations and Adjunct Faculty who would be glad to distribute a solicitation from you to the adjunct faculty to participate in the study. Please contact Mr. Jody Worley at 595-7924 for this information, if you wish to proceed with this stipulation.

Best wishes as you pursue your research.

Sincerely


John T. Kontogianes, Ph.D.

Executive Vice President
And Chief Academic Officer

JTK:jf

c: Jody Worley
Evening Operations Directors

An Equal Opportunity/Affirmative Action Employer

**Langston University
Institutional Review Board
Human Subjects Review**

Date April 11, 2005

IRB # 32

Proposal Title: Satisfaction and Motivation of Adjunct Instructors in Higher Education

Principal Investigator(s) Darren Vetter

Reviewed and Processed on April 5, 2005

IRB Decision Rendered: APPROVED
(approval or disapproval)

All approvals must be subject to review by a full Institutional Review Board at the next meeting as well as subject to the monitoring process of the Board at any time during the approval period.

Approval status period valid for data collection is one calendar year. A request for continuation of a research project beyond the one-year time must be submitted to the Board in writing prior to the one-year expiration date.

Any changes or modifications to the approved project must also be submitted for approval.

Comments:

Modifications or Terms and Conditions for Approval: You must have the unconditional approval of your degree granting institution prior to beginning research.

Reason(s) for Disapproval: _____

Signature *Yvonne Montgomery, Ed. D.* Date 4-11-05
Chair of Institutional Review Board

August 24, 2005

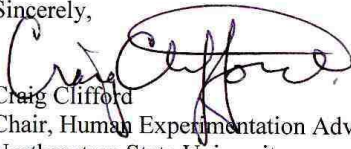
Darren Vetter
5685 Lake Drive
Mounds, OK 74047

Dear Mr. Vetter,

Thank you for responding to the recommendations made by the Human Experimentation Advisory Committee (IRB) at NSU. Your study is now approved and you may proceed with your project entitled "Satisfaction and Motivation of Adjunct Instructors in Higher Education."

If I may be of further assistance, please let me know.

Sincerely,



Craig Clifford
Chair, Human Experimentation Advisory Committee
Northeastern State University
Tahlequah, OK 74464

VITA

DARREN RICHARD VETTER

Candidate for the Degree of

Doctor of Education

Dissertation: SATISFACTION AND MOTIVATION OF ADJUNCT INSTRUCTORS
HIGHER EDUCATION

Major Field: Higher Education Administration

Biographical:

Personal Data:

Darren Richard Vetter was born in Jefferson City, Missouri on October 21, 1973. His father has a degree in engineering and his mother has a degree in education. His father is retired and manages Vetter Development Inc. while his mother works as an assistant to a state senator in the Missouri capitol. He has four brothers and two sisters. In his spare time he water-skis, wakeboards, lifts weights, mountain bikes, and travels.

Experience:

Darren was hired in January 1997 as a management-trainee for Rush Enterprises Inc in San Antonio, TX. His process through the Rush organization included a promotion to assistant buyer then sales manager at their Tulsa, OK location. He earned the Rush Enterprises Inc. Chairman's Award for New Equipment Sales Manager of the Year 2001. He left Rush Enterprises in September 2004. He started working in October of 2005 with Tulsa Job Corps Center as a Career Counselor. He was promoted in September 2006 to Off Center Training/Advanced Career Training Coordinator.

Professional Memberships:

Darren is a member of Phi Kappa Phi National Honor Society, Psi Chi National Honor Society, and Golden Key National Honor Society. He is also an active member with the Society of Human Resource Managers (SHRM).

ABSTRACT

Name: Darren Richard Vetter

Date of Degree: December 2006

Institution: Oklahoma State University

Location: Stillwater, OK

Title of Study: SATISFACTION AND MOTIVATION OF ADJUNCT INSTRUCTORS
IN HIGHER EDUCATION

Pages in Study: 89

Candidate for the degree of Doctor of Education

Major Field: Higher Education Administration

Scope and Method of Study:

The use of adjunct instructors in higher education continues to increase. The purpose of this study is to use quantitative methods to determine if financial compensation is predictive of overall job satisfaction and motivation of adjunct instructors in higher education. Additionally this study will attempt to determine instructor's commitment to continue as adjuncts. Participants in this study are a sample of 223 adjunct instructors from four higher education institutions in Tulsa, Oklahoma.

Findings and Conclusion:

The results show that financial compensation is a key predictor of overall job satisfaction for the subjects. Personal achievement, working in a collegial environment, and students are additionally significant predictors of overall job satisfaction. A commitment to continue could not be statistically determined but over 70% of the subjects indicate that they do not plan to continue as adjunct instructors. This study provides new information about the population of adjunct instructors from these higher education institutions in Tulsa, OK.

ADVISOR'S APPROVAL: Dr. Timothy Pettibone